

# NEW YORK SCHOOL JOURNAL

AND  
EDUCATIONAL NEWS.

Vol. X. No. 287.

NEW YORK, JANUARY 13, 1877.

Price Seven Cents.

## Our Work and its Compensations.

There came into my school one day last Summer, a little boy so diminutive in size, that the children smiled when I called him to say his first lesson. He had been taught to spell a little, the "big brother" said; I found he could spell very well in three letters, and set about teaching him to read. Intuitively, it seemed, he grasped the idea of silent spelling, and as he rapidly joined the words together, there crept up beside him a boy of eight years, whose expressive countenance was a study, as the emotions of wonder and self-depreciation, flitted over his face at this new pupil's rapid progress. No wonder, it had taken poor Randolph just three years hard work and about three thousand lessons on my part, to enable him to read as well as this child was doing with apparently no effort.

Stealing away to his seat, Randolph wrote rapidly for a few moments, and coming up to me with his slate, he showed me a letter neatly and legibly directed, and a few lines copied from his reader. I handed the slate around the school with some warm words of commendation, while the child's eyes shone with pleasure, and his whole face seemed to say, "I can do something if I could not learn to read like you." Perhaps some faithful teacher will understand me, when I say that I regard this child's attainments as one of the greatest rewards for my work in my present school. He had inherited a strongly stubborn temper, that was declared at home, "unconquerable;" this joined with his unusual dullness in learning sounds, made the work of teaching him the most arduous undertaking of my twenty years' experience.

One day he quietly refused to pronounce the word "and" at all; perhaps discouraged and sore at heart from the ridicule of the quicker children, he had determined to say no more lessons. "Well, Randolph, I said, you know the rules, you will have to stay here with me if it is all night, until you do what I require.

The school dismissed, I took out my book; only pretending to read, however, for my heart was full of sorrow and sympathy for the little white faced creature standing at my side, book in hand, a look of dogged determination in every line of his face. I thought of some of his nearest ancestry and their wretched lives; how darkly their sun had set, while their names had become a synonym for obstinacy, and oh! I longed so earnestly to be given the wisdom and patience to guide and mould to better things this poor distorted nature.

The sunlight of that long summer's day was fading away before the battle was won, and when after repeated efforts the poor child brought himself to pronounce the word we left school together. I found his little hands like ice; Heaven only knows what a struggle there had been in his young heart. As we took our long walk I talked of birds, and flowers, and all bright things, until we parted at our homes.

The next morning, long before the hour for school, Randolph came over shyly carrying in his hand a bunch of the first red roses of June, which he could scarcely find courage to give me. I took them with moist eyes.

A few nights since, when I heard the child's uncle say, "How much Randolph has improved in the last year, he seems hardly the same child in disposition;" none but the Master knew how fervent was my silent thanksgiving for this great reward for patient, humble toil.

If all this seems too trifling a thing to write about, our answer is: It is here our work lies, here it must be done, if we would ever see any good results from our public schools. When I read the learned disquisitions read at our Teachers' Associations, I should be tempted to believe that, in the city schools you find no such material, that there only

high intellectual culture is required in a teacher; but when I visit your city and study the children I see pouring out of your crowded schools, I find just the same material that I have in my own.

It is among the children of the common people whose only inheritance in a majority of cases is distorted natures, dull intellects, bad habits that the real efficiency of our school system must manifest itself, if at all. To fail here, is to fail utterly. If the elevation of the lowest class seems too small a work, too barren of results, we can only point you to One who long since trod wearily the dusty streets of Palestine, and delighted the crowds that hung upon his every word and who spent his whole life as the teacher of the common people. To fail here is to fail utterly.

How slowly we learn the lessons of the master teacher, Christianity itself would have been the grandest of failures, but for the infinite wisdom that stooped to find among the fishermen of that day chosen co-workers among the common people. Yet it is the work we, as a class, are ashamed to be found doing. Gloss it over as we may, for its accomplishment the least capable of our teachers are selected. What honor is there to be found in teaching a primary school? Is there a teacher who does not hear on all sides the query? "Why are our schools accomplishing less than they did twenty years ago?" And is there one among our number that does not know how persistent, in the effort to get above the common school work? Let us take some backward steps; concentrate the wisdom and money at the other end of the system, if we would not miss our reward. The right time for action, as has been truly said, is before the storm, and we hear already the muttering thunders of the people's discontent.—MRS. M. A. HOBBS, in *Maryland School Journal*.

## Motive and Health.

A specimen of blooming health is rare indeed among the pupils of the upper grades of our city and village schools, and especially rare among the girls. Thin, worn faces, bloodless complexions, and undeveloped forms are the rule, or, at least, are so common as to excite no remark. The medical faculty has decided opinions as to the cause of all this. They say it comes from too much study. Teachers also are positive, they think, that study has nothing to do with it,—probably because the effects of study are not apparent in the class room. That two educated classes could come to the opposite conclusions about the same fact, and either be wholly right is, in the nature of things, improbable. The faculty has long been noted for prescribing agreeable remedies. Hippocrates say: "The second best remedy is better than the best, if the patient likes it better." The marked tendency of modern practice in this direction is shown by the frequency with which opiates, anesthetics, whiskey, traxel, and the like, are prescribed. It flatters the parent to be told that over study is the cause of the child's ill health, for it is proof of great ability; and it pleases the patient to be freed from the restraints of the school room and the drudgery of study.

The teacher maintains that study is healthy. He appeals to statistics, and they prove it. He maintains that there are many other causes of ill health. That is very evident that the conditions of our present life are not adapted to the climate, that the diet, dress, social life and habits of the young, all tend to produce the condition seen in our schools. In this, all the teacher's points are well taken. But when the teacher says, that he is sure that the physician is wrong, and that it was not school which caused Mamie's trouble, because she never did anything in school, that it was not over study because she never showed the signs of even ordinary study, her lessons always being bad, he is wrong

and the doctor is right. True study is as conductive to physical health as manual labor. False study kills. True study is a delightful exercise, false study a wearying drudgery. The one proceeds from right motives, the other from wrong motives.

Among right motives of study are: the desire of knowledge, the love of truth, and the pleasure which arises from overcoming difficulties. Without these there is no success. We cannot obtain knowledge unless we thirst for it, we cannot discover truth unless we love it, and we will be discouraged unless we know by experience the delight of overcoming difficulties. With these motives difficulties are surmountable, and most of the path is plain and easy; without them we may study till the eyes grow dim, the brain reels, and the cheeks grow pale and hollow, but it will be in vain. Neither desire to please the teacher, nor ambition to stand well in the class, nor hope of reward, nor fear of punishment, are true motives. Where these prevail failure is certain and danger to health imminent.—*Ind. School Journal*.

## Primary Course.

Reading is taught in a variety of ways, some wise and some other wise.

Sometimes it is taught, by having the alphabet thoroughly and consecutively learned. Then the letters are taught in combination; as ba—be etc. Then reading in small words and so on through a series of Readers.

Again, as at Binghamton, words are put upon the board in script, which the children are to learn by sight, but are not allowed to spell.

Then again, the printed word is put upon the board, or exhibited on a chart, and the children taught to recognize it at sight, and when enough words are taught, to build up sentences.

Still another way is to have a picture, and to print the lesson from the picture very much in the same way as in the preceding.

Some, use the phonetic method. Others use the phonic type invented by Dr. Leigh.

The Germans teach by sound and letter. This is a necessity as the sound of the words is always indicated by a character, which is not left with them, comfortably hidden in a dictionary, as with us until some inquiring genius delves it out, unable to settle up any way how a word should be pronounced. So too, if the writer mistakes not, is the French method.

The phonic type, admits of a diversity of methods in teaching. Some teachers allow children of from six or less, to eight, to thoroughly acquire the sixty or more sounds which compose that heterogeneous mixture called the English language. Others teach the word method spoken of before using, however this type, in order that the children may take the sounds composing the words, to build thousands. Also the picture method. And also, some take one sound, one most likely to occur in a child's vocabulary, print it, let the child learn it, find it in combination with others; then learn another with which to combine it, and so gradually build up words, from words sentences; but always giving expression to the sounds, as one would spell the words by letter. As soon as the children have begun to read well, spelling by letter is introduced, the letters having been learned incidentally, when grouping the sounds.

Many teachers have to decide which of these methods are the best, while others have no voice in the matter, as their work is performed by programme.

In either case the main point is to teach carefully, review thoroughly, and to allow no scholar to pass over a crooked place until it is made straight. If this is not done, time is

lost, and there will be a failure in examination. Nor is this all. The first two or three years have more do with a child's future educational life than any one can know of, who has not seen. Well taught in those two or three years, they advance without an apparent effort. Illly taught, they are retained and disgusted and study becomes a nauseous to the flesh, and anguish to the soul.

Therefore a teacher should have clearly defined ideas of her work: of what she designs to accomplish and how. Her children should not be to her as a gallon jars to be filled up till they run over.

She who teaches Primary Reading has many things of which to think. Of how to accomplish the greatest amount of work in a given time; how to keep up interest and to make a pleasure of what is only too apt to degenerate into an unpleasant task.

To effect this, every school-room should have its walls adorned with pictures. In the lesson pictures should be used wherein admissible, and that teacher who can draw and does draw to illustrate words, will find her scholars the most attentive and intelligent, and they will remember thoroughly the lesson taught.

One rule should never be neglected and that is, do not plunge into a lesson as if it were a cold bath. Talk with the children about the lesson about the picture, if there is one—and there ought to be one. Lead the children to tell the story; the children will become interested, because the lesson has a meaning. Only in this way will children acquire readily and natural tone of reading and be prevented from acquiring that home monotone which is a standing joke to elocutionists and which ought to be unutterable anguish to every teacher.

The only rules that can be laid down for every teacher are the following—i. e.—

- 1.—Interest the children.
- 2.—Go slowly.
- 3.—Go thoroughly.
- 4.—Revived often and always.
- 5.—Do not keep the children too long, from 30 to 30 minutes is fully as long as any lesson should last.
- 6.—If children are to learn to read, let them read often; exercise them frequently on the meaning of words; let them print the lesson on slates and read their own work.

7.—Be very exact in your requirements. Do not give long lessons, or many words, but insist that printing or reading or spelling must be done when and how you have directed. Never slur once any lesson. Never pass over dirty and untidy slates. Forbid dogs earing of books. Insist upon care for books slates and pencils. If possible allow no spitting on slates and daubing on with the arm. Do not let them make attempts at printing which they are constantly erasing. Insist that they print slowly and carefully, you will be fully repaid for your pains and patience by the greatness of their work, and by the greater speed attained afterwards because of the habit formed of doing every thing correctly from the beginning.

Never keep a class in to learn a lesson at play-time. They need the change and fresh air and movement, and it is truly robbing Peter to pay Paul, as the next lessons will be distinguished principally by inattention, sulkiness and disorder, and very little work be accomplished. Besides, if you keep the children in, you must keep them in order for no child should be disorderly in a school-room, and you need the recess as well as the children.

### The First Aim of Education.

I accept without qualification the first principle of our forefathers; that every boy born in the world should be put in the way of maintaining himself in independence. No education which does not make this its first aim is worth anything at all. There are but three ways of living, as some one as said—by working, by begging, or by stealing. Those who does not work, disguise it in whatever pretty language we please, are doing one of the other two. The practical necessities must take precedence of the intellectual. A tree must be rooted in the soil before it can bear flowers and fruit. A man must learn to stand upright upon his own feet to respect himself, to be independent of charity or accident. It is on this basis only that any superstructure of intellectual cultivation worth having can possibly be built.

### The Ways of the Grammar.

"All our talk consists of sentences. When we say anything we make a sentence. We cannot say anything without making a sentence."

Can we not, indeed? Did no person ever say, "Oh! ah! What a fine morning! Cold weather to-day! What an able sermon! What wretched confusion of thought."

My own conviction is that we waste time and money and mind in distinctions. Many of them are of no use to-day.

Most of them are of no use to most persons. The general rules of grammar, the general structure of sentences, the ordinary old-fashioned parsing is enough for the object for which common schools are established. This highly technical and artificial analysis is simply running grammar into the ground. It is foreign to the true lover of language: it throws no more light on the real meaning, and gives no more mastery of its uses than the simple analysis of the old time; it distracts the attention of children from the real force and beauty of words; it fritters away time that ought to be devoted to more important matters. It imposes upon ignorant and immature minds the abstractions that belong, if anywhere, only to maturity and scholarship.—*The Christian Union.*

### WHAT.

Pupil. Teacher, please tell me how to parse 'what' in this sentence: 'Charles brought what was wanted.'

Teacher. What is a pronoun representing two cases of a noun generally unknown? I will write on the blackboard: 'Charles brought money. Money was wanted.' How many sentences? P. Two.

T. What did Charles bring? P. Money.

T. What was wanted? P. Money.

T. Then the thing brought was the thing wanted?

P. Yes, sir.

T. Again: Charles brought money which was wanted. In this sentence what word represents money?

P. Which.

T. In what case is 'which'? P. The nom. case.

T. Again: Charles brought that which was wanted. That in this sentence represents money, does it not? P. Yes, sir.

T. What case is that in?

P. That is in the obj. case.

T. I will write once more; Charles brought what was wanted. In this sentence, which word represents money, and takes the place of the two pronouns, 'that' and 'which'?

P. What; then what represents money in the obj. case—and money in the nom. case.

### Drawing Develops Public Taste.

This is by no means the least among the considerations in favor of teaching drawing. Whenever there is a desire to make an object beautiful, as in the case of a house, furniture, gas-fittings, carpets, table ware, clay, glass, and silver, in the decoration of a railway-car, church, or any public edifice, in the case of boats, shoes, woven fabrics, products of the foundry, watches, jewelry, &c., then taste on the part of a workman, as well as of the designer, becomes a matter of the utmost importance. Indeed, when we touch upon taste, we touch upon something which directly concerns every one, from the manufacturer down through the designer, the merchant, the workman, and the consumer. Development of taste becomes a universal blessing. Can it be said that any other study in public schools has an equal influence in this respect to the study of drawing?

"Instruction in reading, writing, arithmetic, and geography, is undoubtedly indispensable; but to the future industrial workers of the country, who comprise the great majority of pupils at present in the public schools, it is equally indispensable that a like amount of instruction should be given in the principles of elementary drawing and design. Leave these features out of your system of public education, and you cripple the efficiency of every future mechanic, artisan, merchant, manufacturer, or practical worker whom you may be educating; while at the same time you are limiting the industries of the country to the rudest branches and narrowest channels.

"As the future prosperity of the country will depend largely upon its diversified industrial development, as the great majority of the pupils of our public schools must enter into these industrial occupations in one position or another, it seems only the part of wisdom to recognize this fact, and in our public schools so arrange the instruction that what pupils learn in their school years will have some practical relation to the occupation of their adult years. J. T. LIGGETT

### Business Education for Ladies.

Business qualities, are needed in the household. In the upper classes of society, I know it is reckoned unfashionable to do anything practical, except, indeed, to go shopping; and that I think is about the most unpractical thing I know of. They pride themselves on doing nothing. A lady of this country once expressed to me her great surprise at having noticed, while on a visit to the wife of Prince Bismarck, that she went about her house with a bunch of keys at her waist and personally superintended the affairs of her own household. In Germany that bunch of keys is regarded more ornamental than splendid diamonds. The diamonds

merely prove that the lady has a rich husband. The keys prove that she has elevated herself above the rank of a drone in society. Perhaps the very spirit that makes them wear the bunch of keys is a strong attraction to their future husband; for any sensible man those keys would be a strong attraction. And if in our own society ladies would wear bunches of keys rather than costly diamonds, it would be greatly improved. At the beginning of the last century a lady educator of great experience said to the first Napoleon, who was visiting her institution, that any educational system was wrong which does not educate mothers. "Madam," said he, "there is in that remark wisdom of a whole science. What a nation wants is mothers." But at what age shall this education be begun? A lady once asked the same question of a celebrated teacher, and he asked her in reply how old her child was. "Four years," she answered. "Then, Madam," said he, "you have lost four years already." And the remark was a true one, for in the first ten years of our lives, if not in the first five, more is learned than in any other period of corresponding length. And we learn it almost entirely from our mothers. While the father works, the mother teaches. She opens our eyes to see, and our minds to understand. The germs of good or evil she first plants in our souls. The home and the nursery are the first school, and the mother is its genius. What, then, should our girls learn to fit them for this position? They should learn the dignity of work. Our girls need a just understanding of the dignity of work. The greatest danger of a woman in this country is the emptiness of her daily life.

### WHAT DOES EDUCATION COST?

The subjoined table shows the total cost per capita, based on the daily average attendance, in twenty of the leading cities of the United States.

| Cities.              | Supervision<br>and Instruction,          | Incidental or Con-<br>tingent Expenses,  | Total Cost                    |
|----------------------|--|--|-------------------------------|
|                      | based on<br>Average Daily<br>Attendance. | based on<br>Average Daily<br>Attendance. | per<br>Capita.<br>Attendance. |
| 1 San Francisco,     | \$26 36                                  | 7 42                                     | \$33 78                       |
| 2 Boston,            | 23 44                                    | 7 98                                     | 31 40                         |
| 3 New Orleans,       | 22 23                                    | 6 04                                     | 28 26                         |
| 4 Springfield, Mass. | 21 83                                    | 8 56                                     | 30 39                         |
| 5 New York,          | 21 62                                    | 7 76                                     | 29 38                         |
| 6 St. Louis,         | 20 92                                    | 9 20                                     | 30 12                         |
| 7 Cincinnati,        | 19 84                                    | 4 50                                     | 24 34                         |
| 8 Dayton,            | 19 28                                    | 6 80                                     | 25 68                         |
| 9 Pittsburgh,        | 19 13                                    | 6 02                                     | 25 15                         |
| 10 New Haven,        | 18 09                                    | 4 72                                     | 23 81                         |
| 11 Fort Wayne,       | 17 87                                    | 6 58                                     | 24 45                         |
| 12 Baltimore,        | 17 37                                    | 4 52                                     | 21 89                         |
| 13 Chicago,          | 16 73                                    | 3 33                                     | 20 06                         |
| 14 Rochester,        | 16 20                                    | 8 68                                     | 24 94                         |
| 15 Indianapolis,     | 16 25                                    | 4 67                                     | 20 92                         |
| 16 Toledo,           | 16 08                                    | 6 82                                     | 22 90                         |
| 17 Columbus,         | 15 96                                    | 6 23                                     | 22 18                         |
| 18 Cleveland,        | 15 79                                    | 4 93                                     | 20 72                         |
| 19 Newark,           | 15 00                                    | 4 92                                     | 19 92                         |
| 20 Detroit,          | 12 43                                    | 6 20                                     | 18 63                         |

It is one result of the brotherhood of knowledge that no man, whether employed in the original investigation of nature or in the application of natural laws to practical ends, can advance successfully without perpetual communication of his thoughts to others, and the reception of their suggestions and experiences in return. Hence the mastery of language, which was the first condition of civilization, remains the essential condition of progress. The power to comprehend statements, logical arguments and demonstrations, and to make such statements as may be comprehended by others, and will carry weight and influence in the very perfection of their form, is a vitally important part of the preparation of every young man for his life's career. His success, aside from its moral qualities, will be in direct proportion to his influence over other men; and this influence, again, will be in part proportional to his command of the means by which the minds of men are moved—namely, language. Under this term we may include a knowledge of the methods of practical reasoning, and if this knowledge is best obtained by scholastic study of logic, then logic must be studied. If Latin and Greek are necessary, they must be studied. For us, one thing is certainly necessary—a thorough mastery of the English tongue; and this alone has been made to yield, in Lafayette College, a mental discipline not inferior to that of the classics.—RAYMOND.

The Boston Journal of Chemistry is almost willing to say that girls ought to be prohibited by statute law from studying out of school hours. A law of this nature would seem to be as much needed as that which prohibits manufacturing establishments from employing youth under a certain age.

## Boston.

The forty-second report of John D. Philbrick, superintendent of the public schools, has been issued. He shows that there are 500 day and evening schools, an increase of eleven over last year: there are 1306 teachers of all classes, and 55,417 pupils, of whom 25,883 are female. The percentage of attendance at the high schools last year was 94.8, at the grammar schools 93.9, and at the primary schools 91.0. The total expenditure for all school purposes during the last year was \$2,015,380.84, against \$2,081,043.35, for the preceding year, showing a decrease of \$65,662.51, owing to diminution of outlay for school accommodations.

The whole amount of the current expenses for the last year was \$1,737,634.27, against \$1,724,373.61, for the preceding year showing an increase of \$13,260.66. The increase in the amount of the salaries was \$18,266.23; and the decrease in the item of incidentals, which includes all the current expenses except salaries, was \$5105.66. The cost per scholar in the day schools for tuition and incidentals the past year was \$36.15, against \$37.85 for the preceding year—a decrease of seventy cents. The ratio of the amount appropriated for the current expenses of the public schools to the total amount of appropriations of the city for the year 1876-77 was 14 plus, the same as that for 1875-76.

Mr. Philbrick first takes up the normal school. The standard of qualifications for admission is high, and it was, perhaps, the first normal school in the country to require of its candidates as a preparation for entrance the completion of a high-school course of instruction. Its course of training is but one year, but it is exclusively professional. The four great pedagogical branches—psychology, physiology, ethics and logic—are here judiciously handled. The methods of teaching the common-school branches are taught both theoretically and practically. The table of ages shows that the pupils have not been advanced from the primary to the grammar schools at as early an age as was shown in 1874, so that there are in the grammar schools fewer pupils of the lower ages and more of the higher. In the highest class the relative number is less, while in the lower it is greater, and the relative number of pupils of the lower ages has diminished, while the relative number of those of the higher ages are increased. If it is desirable that pupils should be admitted to the grammar schools before they are nine years of age, it is also desirable that they should get through the primary school before that age. Yet it appears that twenty per cent. of the pupils in the primary schools at the close of the year were nine years of age and over. The evening schools, Mr. Philbrick says, are undoubtedly doing a needed and excellent work. The only kindergarten in the city is believed to be a model institution, but the superintendent thinks that kindergartens in the less-favored sections of the city would be of great service to parents who are too much occupied with their daily labor to give their children the care they need, and that vacant school-rooms might be used for this purpose.

The most important change was that which raised the maximum number in the primary schools from forty-nine to fifty-six. If the matter of expense could be ignored, of course it would be better to reduce the number to forty. But the reduction of the number of pupils to a teacher from fifty to forty would increase the annual expense of carrying on our primary schools about \$100,000. As the community advances in wealth and intelligence it is to be hoped that fewer pupils and higher salaries may be given to teachers.

The whole amount expended during the last year for new schoolhouses, and land for the same, was \$277,746.57.

The subject of industrial schools Mr. Philbrick states that he should deprecate any attempt to put the workshop into the school, as the inevitable result would be to make a poor school and a poor workshop. But judicious efforts to supplement the school by the workshop, to put the workshop by the side of the school, are to be looked upon with favor. The best lesson which the school can give is, that persistent hard work of hand or brain, or both, is the only means of true success of life, and to perfect our system of education the peculiar advantages of both city and country should be combined. The country boy and girl must be better instructed in the usual school curriculum, and the city boy and girl must be better trained, industrially and physically.

School hygiene is touched upon at great length. A backward step seems to have been taken in the new regulations in cutting down the time allowed to physical exercise. Now every scholar must have each exercise, whereas previously the requirement was ten minutes each session. From his observations in the schools during the last half-year, Mr. Philbrick concludes that there are schools where even the present infinitesimal requirement is disregarded.

The examinations of schools is next taken up. The examinations for graduation ought to be under the control and management of the superintending authority, and

should never be competitive, "only a certain minimum of qualifications being demanded."

The examination of schools in classes should be made by the examiner in person, and not by sending a set of questions to be answered. The examination should be neither exclusively oral nor exclusively written, but a mixture of both methods, printed questions are unnecessary.

## HOBOKEN.

Miss Allen, Principal of the high class of the Hoboken Grammar Schools, manages her work well. Ere long three of her pupils, having passed satisfactory examinations will be appointed teachers in the Hoboken schools. We shall give the names of three new teachers hereafter. The Board of Education having as yet (Jan. 6) not made any appointments.

We were pleased with the proceedings in Miss M. Hamley's class. This lady is Principal of the grammar class in School No. 2, and it is delightful to be present at the exercises there. Miss Stanley deserves the high respect and gratitude of the pupils and their parents.

Dr. Leverson benefitted the teachers of Hoboken last Wednesday by a lecture on political economy. The different subjects touching this very interesting topic were delineated by the able orator in a quiet, clear manner. The necessity of object teaching, and therefore the knowledge of drawing by the teacher was dwelt upon by Dr. L., who promised his eager auditorium to open a course on the useful science of political economy, in case the participation of the teachers of Hoboken should prove sufficient. We remember that Dr. L.'s course in the Normal College of New York was a success, and we hope that the Board of Education and teachers of Hoboken will profit by the occasion afforded to them so kindly by Dr. Leverson.

The following named were appointed as teachers at the meeting of the Hoboken Board of Education on Monday, Jan. 8: Miss Jessie Ketcham, Miss Jennie Barkelew, Miss Mary A. Lambert.

We congratulate these young ladies upon the happy event, and express the hope that they will contribute to the solution of that great problem, perfection in teaching. Being young and yet unexperienced, they will find among their former teachers the necessary aid and information. Among the candidates who passed a successful examination was one young lady (we believe Miss Meyer) who could not be appointed, as she is only sixteen years old.

## Chester, N. J.

This little town was visited by us a year or two ago. They had one miserable school-house in it, and the desks and whole fitting up would disgrace any town out of New Jersey; in fact it would be impossible to find such a neglected house in Nebraska or Kansas much as they have suffered from the grasshoppers. A school officer when asked why they allowed such a standing disgrace replied, "Well you see we want to support the Seminary; if a good school house is built the scholars will all go there."

We entered the building and found a decidedly live man at work. We found Mr. A. Beau Clerk, with a class in the Sixth Reader before him and he taught the class well. The class in Grammar came next and that was well handled too. He went to the black board and wrote on it the moods and tenses in a neat and accurate manner and explained the subject clearly to his pupils. We encouraged Mr. Beau Clerk to remain and try and rouse up the people in Chester to earnestness in improving their building, because we believed him to be a man of sterling worth, in fact, far too good for the town. The town is a dead-a-live Jersey village that thinks ten cents spent on education is a large sum.

Mr. Beau Clerk we discovered to be an Englishman, but not by any mispronunciation; rather as we know a Boston man or a Charleston man. Certainly he did not use the H improperly.

We learn that the people of Chester have, as those of many benighted towns, not known when they are well off, and have allowed his removal. They will find they have made a mistake, for some more enterprising school officers will pick him up and call him to a higher post of work.

## BOOK NOTICES.

ON THE STUDY OF WORDS, by Richard Chevenix French. Macmillan & Co., London.

This volume is an old favorite. It appeared in 1851 and became popular at once. It is now revised and has reached sixteen editions. It contains the meaning, derivation of many words, with acute observations on the various changes that have taken place in this form. We have long valued the volume and in its present shape more than ever.

THE SCIENCE OF ARITHMETIC, by Edward Olney. Sheldon & Co., New York.

This book is designated for students who have a good knowledge of the elements of arithmetic. It gives a philosophical view of the principles, processes, and presents the subject in a broad way so as to give the student comprehensive ideas. Business Arithmetic is well presented. The author makes use of the equation almost at the outset. Formulae, signs and letters are employed wherever their use will render the explanation more clear.

THE COOKING CLUB OF TU-WHIT HOLLOW, by Ella Farman. D. Lathrop & Co., Boston.

Miss Farman certainly has the knack for writing for and about children. She has written several books and they all take. The reason of this is found in the naturalness of the thoughts, and the clearness of her language. And more, she has ideas—she has that grand something that many writers have not—*something to say*. She looks upon this work-a-day world of ours and seeing the people in it, have hearts, minds, bodies, fears and troubles, enters into their projects with feeling and purpose. This book is written in sympathy with the children. Children are active human beings. They must, if allowed fit about and think for quite a period of their lives. What shall they be employed upon? Read this volume, mothers and fathers, and you will get ideas.

FIRST LESSONS IN PHYSIOLOGY, by C. L. Hotze. The Central Publishing Co., St. Louis, Mo.

This volume presents the Physiology in clear and precise terms. The lessons deal with facts, with simple experiments or statements that can be easily verified. The interest is thus awakened and then the connected or new matter is easily taken up and understood. This is the art of elementary instruction. We believe the book will achieve a real and lasting popularity. Both this volume and one on Physics are handsomely and strongly bound.

FIRST LESSONS IN PHYSICS by C. L. Hotze. The Central Publishing Co., St. Louis, Mo.

This volume is one that will be extremely valuable for classics in our Grammar or Common Schools. The High School is the place where *principles* may be investigated; in the common school the *facts* should be studied. The two great subjects of Force and Motion are presented with a clearness that does the author great credit. The use of such volumes will remove three evils from the school-room, dense ignorance of natural phenomena, useless cramming with words, and senseless object-teaching. There is need of a revolution in many of the modes of teaching. Lay the grammar the arithmetic and the geography on the shelf for a time and give the child a correct knowledge of heat and cold, light, steam, sound and a thousand other things needful to human life. This volume is one well fitted for practical use in the school-room.

BITS OF TALK in verse and prose, for young folks by H. H. Robert Brothers, Boston.

This book consists of twenty-six sketches by a popular authoress; they are all of them pretty, some more valuable than others. A few are illustrated. The book is well printed; Roberts Brothers always do their part well.

MRS. HURD'S NIECE. Six months of a girl's life by Ella Farman. D. Lathrop & Co., Boston.

We took up this book to examine it hastily for review but becoming so interested it was read through. It is a capital book. There is a purpose in it. The characters are clearly sketched; they live independent of the page. The story is a real one in many senses. And as it holds the mirror up to many of the wrongs of social life, it may lead to reforms that are greatly needed. The life of Christianity is assailed just now from within. Its professed friends are doing it an injury by their formal lives. Hints are given in this volume of spheres of work for Christians; and the deeds of some humble ones are interestingly set forth.

INVENTIONAL GEOMETRY. A series of problems intended to familiarize the pupil with geometrical conceptions and to exercise his inventive faculty, by William George Spencer. D. Appleton & Co., New York.

Here are 446 problems, skillfully graded from the simple to the complex. A good teacher could use this with good effect. We have long thought that less of arithmetical drill and more development of the arithmetical talent were desirable for the schools. Mental discipline is superior to mental pabulum. Herbert Spencer says, "I have seen it create in a class of boys so much enthusiasm that they looked forward to their geometry-lesson as a chief event in the week." We give elsewhere some problems drawn from the book and recommend it to the attention of the teachers.

**The Village Bell.**

High up in the tower of the old moss-covered church, which the winds and storms of many years have beaten against, hangs the village bell. How many times it has been rung in merriment and rejoicing, in sadness and mourning! And yet it is as faithful as if it had not stood sentinel over the little country town for half a century.

Fifty years! How long and yet how short! In that time the little churchyard has been filled. The sleepers listened to the sound of the old bell in the days that are gone; and when they had passed away, it tolled sadly and solemnly, as they were carried, lovingly, regrettfully, through the old gateway, and silently laid down to their calm, sweet rest.

What a long, undisturbed rest it is! They hear not the tones of the old bell, as it tells that still another is being brought out to sleep with them, under the green mounds that mark their quiet resting-place. Is it sounding an invitation from those already there, saying, with its hollow voice, "Come—rest—with-us?" Is it sending up to the Great White Throne a deep-toned, agonized prayer from those who stand weeping by the open grave, supplicating, "God—help—us"? Is it the voice of the departed calling from the other shore, "Come—to—me"? Which is it? Who can tell? We all know its solemn tolling sends a sorrowful thrill to our hearts. Are we laughing? The laugh goes out on our lips at thought of the anguished father, or mother, or sister, or brother—the lonely-hearted, desolate husband or wife. God help them at such a time! It may be that he sends such terrible dispensations to show us how infinite is his power. As we listen we cannot help thinking in our hearts, and the words form themselves slowly with its deep sound of the old bell, "Will—it—be—my—turn—next?" Sometimes its tones seem almost human, so readily do we assimilate them with our own emotions.

It is a calm, beautiful morning—a lovely, sunshiny Sabbath morning—and our hearts are filled with solemn gratitude to the Great Giver. It is inviting us to come and worship. We fancy its loud, regular double strokes say, "Praise God! praise God!" Its tones seem inspired with the sacredness of its holy mission.

It is evening; and just while twilight is stealing over us, the bell's mellow tones come floating down, and thrill through our hearts, wandering in and out, till they grow faint and low, like the sweet, soft music of an Aeolian harp. How merrily it is ringing a welcome to the happy young bride and bridegroom! They are just coming up the aisle, the admired of all the simple, honest villagers assembled to witness their joy. His frank, manly face is bent down above hers, and her eyes are raised trustfully to his. What a perfect shower of music the old bell is making! What a glad, joyous ring!

The day fades away. It is night, and then day again. Hark! What sound is that? What has so changed the tones of the old bell? Last night it was ringing in loud rejoicing; to-day it is slowly tolling, tolling, like great, deep, half-suppressed sobs. What a dreary sadness steals over us as we listen to its muffled sound! Another friend has passed away. The form, lately so full of life and gayety, is now cold and still in death; and now, in the beautiful springtime, the setting sun casts a golden warm and mellow light on the heavy sod that covers her breast, and the villagers sorrowfully mourn a loved one.

Every inhabitant of the little village will tell you what the old bell is to him. Every peal awakens a responsive heart-beat in our breasts, for the recollection of half a century is sweetened by hallowed memories.

**Old Maids.**

All through the land—in homes and outside of them, I find these women, unwedded, in the vulgar parlance of every-day speech called, "old maids," with a shrug of the shoulder, and a light dash of scorn, in the finer language of sociologists and essayists, denominated, "superfluous women." They

have been brave enough to elect to walk through life alone when some man has asked them in marriage whom they couldn't love; with white lips they have said "no" while their hearts have said "yes," because duty demanded to them the sacrifice of their own happiness. Their lives have been stepping-stones for the advancement of younger sisters; they have earned the money to carry brothers through college into professions; like the Caryatides of architecture, they stand in their places and uphold the roof of dependent household; they invert the order of nature and become mothers of the aged, childish parent, fathers and mothers, whose failing feet they guide gently down the hill of life, and whose withered hands they bind by fold beneath the daises; they carry words of cheer and a world of comfort to households invaded by trouble, sickness, or death. The dusty years stretch far behind them; beauty and comeliness drop away from them, and they are faded and careworn; they become nobodies to the hurrying, rustling, bustling world, and by and by they slip out into the gloom—the shadow will veil them forever from earthly sight—the great surprise of joyful greeting will welcome them, and they will thrill to the embrace of the heavenly Bridegroom. Ah! Stewart, who from your \$100,000,000 of earthly treasure, have given 1,000,000 to the working women in a pleasant home! Peabody, whose gifts of libraries, institutes and educational funds were princely! Ah! Vanderbilt and Drew, who have put millions into endowments of schools and colleges—these poor women have given and are giving more than ye all. For out of your abundance ye have given but little, and these superfluous women have given their all—themselves, with their loving hearts, with their possibilities of happiness, with their dreams of the future! Ah! three-starred Grant and Sherman, not so heroic was your march through the fearful, bristling Wilderness, and from Atlanta to the sea, as is the lonely passage of this life made by an animated woman whose desolate celibate life serves to point a jest or add cynical pleasure to a story. Ye were stimulated by the cheers and prayers of a nation, while the gaze of a world followed you. But the path of these women was through the hot shot of ridicule and satire.

**The Population of the Globe.**

The most trustworthy estimate of the number of people on the earth for the year 1876, as furnished by German statisticians, is 1,423,917,000. This is an increase of over twenty-seven millions on the estimate of 1875, but the augmentation is not due entirely to the excess of births over deaths, but largely to the obtaining of more accurate information regarding the population of regions hitherto little known, and to more perfect census returns from other countries.

Asia is still the home of the majority of the human race, after having supplied offshoots from which have sprung great Western peoples. About four-sevenths of the earth's population is Asiatic, or 825,548,590; Europe comes next with over a fifth, or 309,178,300; Africa with about a seventh, or 199,921,600; America with less than a sixteenth, or 85,519,800; and finally Australia and Polynesia with the very small fraction of 4,748,600 people. Europe is the most densely populated, having eighty-two persons to the square mile; Asia comes next with forty-eight to the square mile, Africa next with seventeen and a half, and America and Australia bring up the rear with five and a half and one and an eighth respectively.

There are 215 cities on the earth with a population of over 100,000; twenty-nine of half a million or more, and nine cities containing a million or more inhabitants. Of these last, four are in China. Including Brooklyn with New York, as we may rightfully do for purposes of comparison, and the greatest cities of the world stand in this order: London, 3,488,428; Paris, 1,851,792; New York, 1,525,622; Vienna, 1,091,999; Berlin, 1,044,000; Canton and three other Chinese cities, one million each. New York, therefore, takes its place third in the list of

great cities, without counting our New Jersey overflow.

Though there are not at hand statistics upon which to base an accurate statement of the fact, yet it is the opinion of all observers of the condition of civilized peoples that the average longevity of the human race has increased within a hundred years. Such reports of the death rate as we have go to support that conclusion, and it is thoroughly proved that the devastations of epidemic diseases are not so great now as formerly; while the medical art steadily advances in its mastery of the disorders of the human system and in its ability to ward off and check maladies which threaten human life. In England, for instance, the death rate has declined considerably during a quarter of a century. There and elsewhere in Europe, as also in this country, the subject of public hygiene has received great attention of recent years, and its difficulties are being steadily overcome. The probability is that men now on the average live longer than their ancestors and in better average health, and that our descendants will gain on us in those respects.

As to great cities, New York is easily third. If it took in all its children, it would press hard on Paris for the second place, and before the next century is reached, or before it has advanced far, will probably know no superior except marvelous London.

**The City of Ease.**

Paris is essentially a city of ease. Every thing is easy; life is easy, society is easy, amusement is easy, economy is easy, extravagance is easy, labor is easy, idleness is easy, and art is easy. You can live as you choose. If you are poor, and can only pay the rent of a small apartment on the fifth floor in some back street, no one thinks worse of you because of your modest home. If you have natural tastes, you can adorn it in a thousand ways utterly unknown elsewhere. You can get literally for two or three pounds various bargains in furniture that are elegant and artistic. You hang dainty muslin curtains at your windows, you deck your mantelpiece with white muslin drapery, you place a few delicate and cheap *objets d'art* about your rooms, a pot or two of day-blossoms on your balcony, and you have a home that is as pleasant to the eyes as to the conscience. No one in the wide world of Paris would dream of reproaching you for your unassuming household. Your friends will call upon you in the evening for a quiet chat—leavened, it must be owned, with scandal; they will be quite satisfied to go away without bite or sup, as the saying is; and if you offer them a cup of coffee or tea with a biscuit, will consider your entertainments orgies.

If some one drops in to tea unexpectedly, you need be in no turmoil. You have but to send out, and ten chances to one that you will be able to procure soup, and a dish of meat and vegetables cooked, and nicely cooked, in your own street. At the last moment your coffee falls short. You send to the milkman or *cremerie* for the essence of coffee, which they keep ready-made, and which is excellent. Fruit of all kinds is sold in the streets, and no one thinks it derogatory to dignity to buy a peach for a penny or half-penny at a barrow. I have seen gentlemen of unmistakable blue blood and handsome, aristocratic appearance and presence conducting vivacious arguments with costermongers over the goods displayed in their carts; and I know of a nobleman of imposing name and distinguished appearance who does not consider his dignity endangered by carrying home a bag of fruit, and even at times—let me whisper it—an artichoke or tomato.

There are no social prejudices that forbid you, if you be a lady, to wear a dressing-gown, or to venture on to your own balcony, or to put your gloves on in the street, or to refrain from putting them on at all. I repeat, you may do exactly as you please. You may spend as much or as little money as is convenient to you; you may inhabit a private hotel in the Boulevard Haussmann, or have a retinue of servants at your beck and call, or you may have two or three mod-

est rooms in the Quartier Latin, even, with a *femme de ménage* (a sort of day-servant who comes to you in the morning and stays till the evening, doing your work, executing your errands, like the orthodox servant) for your lackey! What does society care, provided you be independent enough to brave the consequence of your position, and clever enough to amuse it? The lady from the Boulevard Haussmann invites the lady from the Quartier Latin to her magnificent balls, of which all Paris raves; and when the humble hostess in Bohemia gives a party, and converts bed-rooms, dining-rooms, and even dressing-rooms into reception-rooms, she does not scruple to invite her magnificent friend, and is by no means uneasy respecting the difference in the entertainments.

In the brilliant days of the Second Empire the humblest aspirant to social fame could get to the Tuilleries—to the balls given by the first person in the State, the Emperor of the French, and presided over by perhaps the handsomest woman of her day. It was no question of cliquism or blue blood. It sufficed that you should be clever, that you should have something on your head—to translate literally the French phrase—and you were speedily honored with imperial recognition. That is why the court of Napoleon III. included clever men of all types and specialties; and if it may be said with truth that it numbered in its ranks more than a few discreditable names, no one can deny that the genius, of France in fine arts, letters, and science—in every branch, in fact—was also represented in the brilliant company.

It is easy for a man to rise in France, and every one knows how easy it is for him to sink. The paths of ambition and honorable distinction are open to the humblest artisan, and the broad road of vice, dishonesty, and ruin is equally available. If a working man have artistic or musical tastes he can cultivate them to their full at the expense of the State, and in the working-classes, as they now exist, there are immemorable musical and artistic proficients, who have educated themselves by means of the help and encouragement of public institutions, to a higher level than that of the mere mechanic. In music especially the workmen of France are advanced. If you pass a work-shop in the streets you hear the full voices of the cheery, happy-natured workmen combine in a glee or round: and as I write I can hear the strong notes of a house-painter opposite, who is executing some of the most difficult airs in "Le Nozze de Figaro" or Mozart.

I must add to this summary of the ease of Paris existence the assertion that if it be easy to live how you please, where you please, it is also quite as easy to pass away from the treacherous cities and its gayeties utterly unremarked, unregretted, and unremembered! No one will care sufficiently about you to ask what has become of you. You can go out of the city of ease with as little difficulty as you entered; for it is also essentially a city of the present, and has no thought for the past or for the future!

Snuff-boxes were once profusely ornamented, and it became a practice of court to prevent these handsome baubles to foreign ministers. Messrs. Rundell and Bridge received £8,205 15s. 5d. for snuff-boxes so given at the coronation of George IV. Wicked people whispered that the same boxes did duty again and again. Thus the ambassador would send the newly-presented box to the jeweller, who gave him a consideration for it; and on the next occasion that a snuff-box was required the purchaser delivered his second-hand box at the palace as a new one.

The editor of a French newspaper, in speaking of the dedication of a new cemetery near Lyons, says that "M. Gascoigne had the pleasure of being the first individual who was buried in this delightful retreat."

Paris writers say that ladies will have seventy-two shapes in bonnets next fall.

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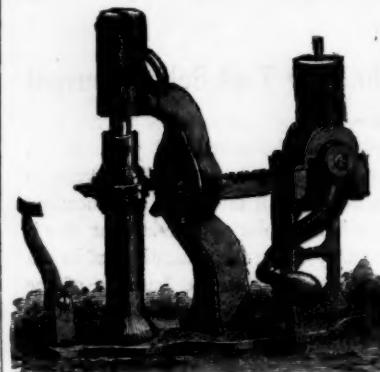
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The columns of the *JOURNAL* are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

### SPECIAL.

Will kind friends look among their papers and send us the following numbers to complete our files : 241, 243, 244, 247, 250, 252, 256, 260, 266, 275, 276, 277, 279.

The city of Springfield, Mass., has had for many years as Superintendent of its schools A. P. Stone, Esq. The schools, we have always understood are models for the genuine style of education maintained in them. We invite attention to extracts from Supt. Stone's admirable report. Any suggestions he may make will be listened to with expectant attention. His counsels are always conservative, practical and valuable.

Do you try to give lessons in observation ? Seeing is not observation. We see to observe ; we may see, and not observe. A pupil frequently sees and hears, and thinks he knows. It is not safe to trust this until the pupil has said what he understands. If we look out on a landscape we see all there is there. Let us go to the table ; let another ask us to write what we have seen ; we shall find, we are unable to do it. We shall do much better if we were told beforehand that we were to give an account (recite a lesson). This is the position of the pupil. Now the teacher should endeavor to cultivate powers of observation. It is of the highest value.

In the varied work of the school-room the cultivation of the judgment must take the first rank. To make a child a better, stronger, clearer thinker, is of the highest importance. The work of drill upon the materials by which we think and learn in many schools absorbs the whole time. Constant effort should therefore be made to put the drill-work on the pupil,—teach him to drill himself so that when he comes before the teacher he may get the benefit of questions whose answers employ the judgment. It is painful to see so many emerge from our school-rooms mere babies in intellect,—not knowing anything—only trying desperately to *recall*. And, as a rule, the *rememberer* is exalted above the thinker by the potent school-committee—but not by the genuine teacher, who knows that the *failure maker* is a storehouse of reserved power, no matter how slow he thinks.

We shall constantly repeat that teachers must daily and hourly work upon themselves as the sculptor does on the marble before him. Take the English language you constantly use, for example. By this time,

such words as squalor, abdomen, isolate, etc. should be correctly pronounced. All our schools have teachers who have been wrongly taught to pronounce, and who will perpetuate the errors unless they conscientiously and carefully listen to themselves. Keep Webster's Unabridged Dictionary at your elbow. Ask your friends to correct you. This constant surveillance of the sounds you utter will make you in the end worthy to teach others. The slipshod use of common words is a sign of poor culture ; the inability to pronounce them is still worse. In a school lately visited it was painful to hear the Principal mispronounce the word 'parents'—a word that must be constantly on his lips. We could see corrections dancing in the eyes of the boys.

Governor Robinson and a good many others who draw good salaries think education is a luxury. They look upon fine school-houses, drawing, compulsory education, high schools, etc., as only an invention to benefit the children of the lower classes at the expense of the rich. They consider it a legislative benevolence, a gift that may be refused at any time and no cause for grumbling. If a man has been in the habit of being large-hearted and free with his money, when it runs short he must contract his giving, they say. It is precisely here we take issue with all such men. We say, for example, a man has a family of boys ; each one of them must earn his living for himself. Shall that father, when he wants to save money, take his boys out of school to do it or shall he stop ordering porterhouse, quails and champagne ? The education of the boy is a necessity. We refer now to reading, writing and elementary things. A gentleman called at this office a short time since and said, 'My education is worth \$2,000 per year to me. Before I attended evening schools in this city I earned only \$9 per week ; I now receive \$50 per week.' Is it not education that fits Mr. Robinson for his high post ? Could he ever have sat in that chair without it ?

The new Governor of this State, Lucius P. Robinson, has recommended that the state tax for schools be lowered from one and one-half mills on the dollar to one mill. This is in order to save the *tax-payers* some money, we suppose. It shows he does not understand the science of economy. Why not save money on the executive, the judicial or legislative departments ? Why try and save it only on the educational ? Why not reduce the salary paid the Governor, his private secretary, and all the retinue of officers connected with the executive department, Adjutant-General and all ? Why not cut down the salaries of the judges, the rations of the prisons, the allowance to the insane, deaf and dumb, etc. etc. ? Why not recommend the honorable members of the Legislature to cut down their salaries ?

The truth is, that a great number of well-to-do people (whether such by inheritance, by fortunate circumstances, or by native abilities) forget the condition of the vast number of their fellow beings. What shall be done for the vast number who are certain never to attain to office or to fortune ? If a rich man has a son or daughter that appears to lack intelligence, increased exertions are made to educate that child. The State in order to insure the usefulness and the substantial success of its citizens, must educate them. Nor can it stop on the ground of its cost,—while it spends on itself without stint for an unnecessary Capitol and for a host of executive, judicial and legislative offices.

There are in the city of New York several judges of the Supreme Court who draw a salary each of \$17,500 ; several others who draw each \$10,000, and several more who draw \$8,000—among the latter that former excellent ex-Principal Judge P. J. Duffy. Now if these gentlemen are properly paid, there are a large number of teachers very poorly remunerated. There are

in this city in the school-rooms men of the highest ability, devoting themselves to a task that is poorly estimated by a very large number. They are the equals of those who sit on the judicial benches, who are in the banks and the insurance offices. Had they given their attention to any one of these things for a few years, they would manage them as well as they are now managed. The salaries of the City Superintendents should be not less than \$10,000 ; that of the Principals \$5,000. The difficulties in the way are two, first education is only just beginning to be considered a *necessity* like law, medicine and insurance ; second, the public have in all time past been in the habit of underrating the value of the teacher.

## New York City.

### The Board of Education.

The Commissioners met Jan. 10.

**Present.** Messrs. BEARDSLEE, BAKER, DOWD, GOULDING, HALSTED, HAZELTINE, KELLY, KANE, PLACE, SCHELL, TRAUD, VERMILYEE, WEST, WILKINS, WETMORE, WATSON, WALKER, WHEELER, WOOD, VANDERPOEL and COHEN.

#### ELECTION OF PRESIDENT.

The Clerk having called the Commissioners to order, Mr. Dowd was elected President *pro-tempore*. The Board then proceeded to ballot for President—Messrs Place and West as tellers. On counting the votes Mr. William Wood was found to have received a unanimous vote, and was conducted to the chair by Messrs. Halsted and Walker.

#### PRESIDENT WOOD'S ADDRESS.

President Wood on taking the Chair proceeded to address the Board.

I thank the Board, for this continued kindness, I have been sick and did not expect to occupy this position again. I shall perform the duties which will devolve upon me, if I fail to do them as well as heretofore I shall depend on your kind forbearance. Besides the dislike to change a determination once expressed there was a natural desire to rest satisfied with the laurels so liberally bestowed upon me by the resolutions of 20th December last, I remembered the lines of the great Marquis of Montrose.

"He either fears his fate too much  
Or his deserts are small  
Who dare not put it to the test  
To gain or lose at all."

And, besides, after the kind and handsome manner in which the Board have dealt with me, I felt it to be a very imperative duty to obey its behests, and so after wasting ten days to ascertain if my recovery were certain, I wrote on the 30th Dec. to my friend, the Clerk of the Board withdrawing declination to stand again for the Presidency and as a result I again occupy, thanks to your kindness, the right honorable office of President of the Board.

It is usual to give an inaugural address but you will be happy I am sure, to escape, in part, this infliction and be good enough to permit my valedictory of Dec. 20, 1876, to be deemed and taken to be a part of my inaugural of Jan. 10, 1877. The fact is, that that address was originally intended in my inaugural. My time being much occupied, I took a leisure evening about the end of November, and taking time by the forelock, wrote out then what I intended to say now. But my severe illness changed all this and I had to turn my intended inaugural into a valedictory, so that my address like that remarkable piece of furniture in Goldsmith's deserted village has been

"Contrived a double debt to pay  
A bed by night a chest of drawers by day,"  
I shall only add, therefore, to my valedictory a few supplementary remarks.

I have enumerated various principles in my valedictory address, none of which are particularly new, and all of them have no doubt separately presented themselves to the minds of my colleagues. I have grouped them together that they might be presented with greater force. If my address is as usual referred to the appropriate committee and should they present it in whole or in part for the adoption of the Board and it should be adopted, then it is evident that further legislation will be necessary to carry the principles which I have advocated into practice. That legislation should be initiated by ourselves and we are fortunate in having a committee on By-Laws well qualified to draft such a bill, as if adopted by this Board would certainly be passed into law by the Legislature.

Gentlemen, only yesterday did I become acquainted with the discourteous manner in which the Board had been treated by the Board of Apportionment. After having the budget of 1877 carefully prepared by us before it since September last, on Dec. 30 without any intimation or consultation with it the Board of Apportionment have reduced our Budget for 1877 by \$335,352. I was ill and confined to my room, but Com. Dowd the Chairman of Finance Committee himself an expert financier, a pronounced economist was at his post ready to render the Board of App. every information had he been asked for it, but, no, that Board proceeded in its own rude and rough manner to reduce our budget apparently without any standard of comparison, but only a determination to cut off something anyhow.

We asked to pay salaries \$3,780,752, from this the Board of App. cut off the odd \$80,752 without rhyme or reason reducing the allowance to \$3,700,000. The next item for books, rents, fuel, gas, incidentals, compulsory education,

nautical school in our budget was \$511,000. The Board of App. apparently thought \$11,000 too little to slice off so they threw in \$50,000 more and deducted \$61,000 leaving us to cover these various items \$450,000.

The next item is a cutting off of \$2000 from the \$105,000 allowed by the legislature for corporate schools. This we have nothing to do with, as we merely serve as a conduit pipe to convey the bounty of the legislature to these several institutions, and it seems to me that the Board of App. has no right to meddle or interfere with this matter.

The next item in our budget is \$490,600 for purchasing of sites, erecting buildings, furniture and repairs. From this the Board of App. have cut off \$191,600 in a perfectly reckless manner without the slightest consideration of the absolute wants and necessities of the children of the City of New York. Thus our total budget is reduced from \$3,888,352 to \$3,553,000.

The salaries of teachers, Normal College, janitors, Supts, etc. based upon the pay-rolls for Nov. and Dec. 1876 would amount to \$2,775,200 and this actual outlay justifies the estimate of \$2,780,752 submitted to the Board of App. last Sept. and leaves no room for the growth and expansion of the system during 1877; but as I have already stated the care fully prepared estimate has been recklessly reduced by the Board of App. \$80,752!!!

The entire average attendance in the Primary and Grammar Schools in 1876 was 113,614 and the whole number taught 220,053. The increase in the average attendance of pupils in Grammar and Primary Schools on the attendance in 1875 was about 2600. In the Normal College and training department 460, while there has been a decrease of about 1100 pupils in the evening and colored schools. The deduction by the Board of App. of \$191,600 from our estimate for sites, new buildings, and will prevent the providing additional accommodations for pupils so much wanted in the upper wards of our city.

The compulsory law says, send your children to school, and we will improve them. The Bd. of App. says, practically, you shall not have the additional accommodation necessary, and you may imprison the children if you choose or let them run in the streets to grow up thieves and vagabonds. And for this no reason is vouchsafed, and we are therefore thrown back on the tyrant's plea, 'Hic volo, sic jubeo, ste pro ratione voluntas.' And this is not Turkey or China, but the imperial city of the greatest republic that ever existed, and in the last quarter of the 19th century!

Gentlemen, what remedy have we for this state of matters? we who have devoted our days and nights without fee or reward to perfect our system of public education and to reduce its cost to a minimum without impairing its efficiency? Our united labors are overthrown by the flat of four men who have not bestowed one hundredth part of the attention which we have upon the important subject at issue.

Gentlemen, the by-laws of the Board decree that the office of President cease on the 31st of Dec. of the year in which he is elected; the result is that every year from Jan. 1 to the second Wednesday of Jan'y there is an interregnum of and the Board has no President, yet certain matters require the action of the President, such as the liberation of truants, all of whom must necessarily be kept in confinement during the interregnum to which I have referred. I think this by-law ought to be amended and brought into harmony with that of the Board of Trustees of the College of the City of New York, when the chairman of the Board holds over until his successor is elected.

Gentlemen, I beg leave to give notice that on and after Monday, Jan. 15, it is my intention to be present in the President's room daily between the hours of 2 and 4 P. M. to receive visitors who may desire to canvass with me in reference to anything connected with the cause of education, officially or otherwise. These two hours will on Saturdays be reserved exclusively for the reception of teachers who may wish to see me regarding any matter connected with their profession.

WM. WOOD.

The address was ordered to be entered in full on the minutes.

#### ELECTION OF CLERK AND AUDITOR.

At the conclusion of the address, the Board elected Mr. Lawrence D. Kiernan for Clerk, and John Davenport for Auditor.

Mr. Goulding proposed the election of a Superintendent of Buildings. Mr. Hazeltine said it was not necessary, as the present officer would hold over. The Board thereupon refused to elect any one in Mr. Stagg's place, and he therefore holds over.

Mr. Hazeltine proposed that a ballot be taken for seats.—But the majority appeared to be satisfied with their present chairs.

#### RESOLUTION.

Mr. West sent in a resolution to revive the Committee on Salaries and Economy, the President to be a member ex officio and that, in addition to the consideration of unfinished business said committee consider the financial condition of the Board and report such measures as in their judgment is best calculated to meet the exigencies of the case without detriment to the schools.

Mr. Halsted moved it be referred to the Finance Committee, but withdrew it on Mr. Dowd's saying that it was vital to the interests of the schools that they have the full amount asked for. Hence it would need to go to the Salaries and Economy Committee.

Mr. Beardslee referred also to the absolute need of every cent of the money asked for, and hoped it might be secured by the transfer of balances if in no other way.

The rules and by-laws of the last Board were adopted.

On motion of Mr. Baker, the unfinished business of the last Board was referred to the appropriate committees of the present Board.

#### COMMUNICATION. REPORT OF SUPT. OF TRUANCY.

For December.

|                                     |   |   |   |     |
|-------------------------------------|---|---|---|-----|
| No. of cases investigated           | - | - | - | 748 |
| " of truants and returned to school | - | - | - | 224 |
| " committed to reform school        | - | - | - | 2   |
| " " Juvenile Asylum                 | - | - | - | 5   |
| " " Cath. Prot'y                    | - | - | - | 27  |

A. Stanton, Supt. of Truancy.

From P. Pennelli, Secretary of Italian Society, to attend a ball to aid Italian Eve. School.

From Dr. A. Mercier, in relation to Savings' banks in schools. (He desires to present its advantages to the Board.)

From H. Epstein, relative to his children in P. D. G. S. 50.

From Pedro De Olive, to have his statistical chart placed on the list of supplies.

Also from the Authors' Pub. Co. as to 'First Lessons in Political Economy.'

Also from Mrs. Jackson on 'Science and Geometry of Dress.'

Also from Electrical pen, noting its usefulness.

From A. C. Keeney & Clarke relative to the Barker fire extinguisher.

From J. Bird relative to protection against fire. From 24th Ward to discontinue sessions of Eve. School No. 3 during the time of enlarging the building. From the 12th nominating Eliza Insie as V. P. F. D. No. 68. From the 19th for an additional teacher in G. S. 9. From the 17th, for leave of absence for Miss Elliott, G. S. 25, and for additional teacher in F. D. G. S. 25: also for leave of absence for Miss Hazeltine of G. S. 19; from the 16th for leave of absence for E. P. Pitcher, G. S. 55.

The Committee on Supplies recommended awarding the contract for supply Cornell's Prim. Geography to D. Appleton & Co. at 48 c. per copy. Adopted.

Adjourned.

#### STANDING COMMITTEES FOR 1877.

On Finance — Messrs. Dowd, Kelly, Schell, Vermilye, Beardsele.

On Teachers—Messrs. Halsted, Hazeltine, Kelly, Place, Baker.

On Buildings—Wilkins, Dowd, Vermilye, Vanderpoel, Watson.

On Supplies—Beardslee, Halsted, Wheeler, Wetmore, West.

Auditing Committee—Baker, Goulding, Traud, West, Watson.

On Sites and New Schools—Vanderpoel, Cohen, Wetmore, Wilkins, Traud.

On Course of Study and School Books—Walker, Wheeler, Place, Hazeltine, Baker.

On School Furniture—Gouldin, Cohen, Baker, Walker, Vermilye.

On Normal College—Kane, Halsted, Schell, Place, Walker.

On Evening Schools—Hazeltine, Schell, Place, Wilkins, Kane.

On Colored Schools—Watson, Dowd, West, Wetmore, Cohen.

On Warming and Ventilation—Traud, Vanderpoel, Goulding, Wheeler, Kelly.

On By-Laws, Elections and Qualifications—West, Beardslee, Baker, Hazeline, Walker.

On Nautical School—Wetmore, Traud, Dowd, Watson, Kane.

On Annual Report—Vermilye, Schell, Wheeler, Goulding, Walker.

On Nomination of Trustees—Place, Halsted, Beardslee, Goulding, Wilkins, Kelly, West, Wheeler, Kane.

On Salaries and Economy—Kelly, Halsted, Schell, Cohen, Wilkins, Vanderpoel, Vermilye, Hazeltine, Kane.

#### The New Commissioner.

We subjoin some facts in regard to the gentleman appointed by Mayor Wickham as Commissioner of the Board of Education. Mr. E. P. Wheeler is a lawyer of counsel, to the law firm of McDaniel, Lumis and Souther. He is a native of this city, and was educated in Public School No. 3 in the Ninth Ward, also at ward school No. 20. In these schools he was fitted for the Free Academy which he entered in 1852, and spending four years here he graduated in 1856. The next year he entered Harvard Law School and graduated in 1859 and two years after was admitted to practice law in this city. Both Harvard and Dartmouth Colleges have conferred the degree of M. A. on Mr. Wheeler.

#### VISIT TO A NEW YORK SCHOOL.

##### GRAMMAR SCHOOL NO. 35.

This is one of the most noted of the public schools of the city. It is like the rest in a large three-story brick building. We ascend to the upper floor. Mr. John M. Forbes is the Principal; he has been in this important post for seven years, succeeding Thomas Hunter, now President of the Normal College. Under Mr. Hunter's charge it attained a remarkable standing, becoming a noted feature, ranking along with the Free Academy, Columbia College and other educational institutions of the city. It is just to say it still maintains its reputation. Mr. Forbes was an assistant teacher here for ten years previous to becoming a Principal; indeed

he was a school boy here! The school is in the 15th Ward—the Trustees of which are Messrs. Earle, Britton, Teller, Knox and Taber. It is said that this is one of the best Boards in the city—if not the best. They are liberal, enlightened: they are gentlemen of good standing. They watch the interests of the school with a jealous eye; the buildings are in an excellent condition; they devote themselves to the schools. Messrs. Britton and Earle give unlimited time to their duties. For example, Mr. Earle spent his money for nearly a month in a personal examination of the classes. He is a college graduate (in fact so, we believe, are Messrs. Taber, Knox and Teller). The second and third floors are devoted to the male department; the second floor is cut up into class-rooms. There are twenty-two teachers employed five gentlemen and seventeen ladies.

We enter and sit on the platform. On the piano are three groups of Rogers' statuary; on the brackets in our rear are two more, 'The Council of War,' 'Rip Van Winkle,' 'The Fugitive's Story,' etc. An assistant teacher rings the bells whose handles are just above our chairs. In a few moments two columns of boys enter at either door in the rear. They keep step to the music of the piano. In the steady columns continue to come until a thousand boys are standing before us! None whisper, all enter with bright, earnest looks. One stroke of the bell, and every eye is fixed on Mr. Forbes, another and all are seated. A chapter is read, the Lord's Prayer is reverently recited, while the boys bend their heads. Then a song follows. Mr. Forbes then calls on boy for a declamation, and then on another for a composition; this being over the classes are distributed to their rooms, and the work of the day begins.

While visiting, Mr. Edw. Miller, the drawing teacher, came in to give lessons in drawing. We also found Mr. Geo. H. Moore here, the teacher of science in this ward.

#### THE CLASS-ROOMS.

A visit to the class-rooms was made. In the first one Mr. Forbes asked, 'How many have not been spoken to for disorder?' Out of a class of 50 (Miss Underhill's) only seven remain seated. Next, 'How many have been spoken to but once?' By this means he becomes acquainted with the behavior of every pupil. Every one knows that his conduct will be known without any complaint from the teacher.—Mr. Oddy has charge of a division of the First Grade; it was reciting in arithmetic. Mr. Gates, the Vice-Principal, was giving instruction in Algebra. Both of these classes were in fine order; the attention was excellent. The school has always been noted for the excellent character of its pupils; they come from all parts of the city. The best families send here.

#### DISMISSAL.

A teacher is seated at the piano, and commences to play. In a moment the columns of boys emerge from the class-rooms and depart in a quiet and orderly manner. One thousand go out with less noise than twenty from one district schools.

#### VISITORS.

This school receives many visits. On one page of the Record we find C. M. Earle, S. I. Prime, D. D., editor New York Observer; Von Humpf of Amsterdam, Mayor Wickham, Com. Klamroth, (who has three sons here) Prof. Mantilla, Dr. Villalobos of Venezuela, J. T. Britton, E. Bill, E. H. Kimball, G. W. Abbe, J. W. Greaton. Pres. Wood's name is often seen (he has a grand-son here), and the names of people from all parts of the world.

#### BOY'S DAY.

This originated here. It is managed as follows. Each class several days before the event, elect a president and secretary, who proceed to make suitable arrangements. On this day the teacher is considered simply as a visitor. Parents and others are invited; they prepare exercises, singing, dialogues and recitations. Each class makes an effort to outdo the other; they trim up with pictures and evergreens. Boy's Day was the Friday before Christmas this year; the evergreens, being used, were removed and donated to various asylums. We inspected some of the programmes; they were neatly gotten up; the idea is an excellent one.

Thos. Acton, who performs as Police Commissioner for this city, was once the janitor of one of the public schools.

Senator Gerard (formerly Inspector in the Fifth district) has introduced a bill in the Senate this year similar to one introduced last year, restricting appointment to any office to those residing in the city. Mr. Gerard says there are four hundred teachers residing out of the city drawing pay to the amount of \$500,000; also two Principals, one residing in Elizabeth, N. J., and the other at Astoria. He thinks they ought to reside in their school districts or wards. It is supposed that his anxiety about this arises from a desire 'get even' with Mr. G. A. Harrison, No. 40, who resisted what he believed to be an improper appointment or transference of a teacher desired by Mr. Gerard. This will not affect th

teachers because they are not officers under the city government. Mr. Gerard should follow in the footsteps of his illustrious father, and not exhibit animosity against the teachers.

## NOTES.

Evening School No. 23 was examined on Wednesday evening by Supts. Jones and Harrison. They found a live and well managed school there. Miss Phillips knows how to do a work that will be a benefit to the girls. An evening spent in her school last winter is not forgotten yet and will not easily.

The day schools of Wards 8 and 21 will be examined this month. "Forewarned is forearmed." There will be a marshalling to meet the foe. But why say a word, there are good teachers there who will greet the friendly examiners with smiles, for they love to have their work known. The examiners only put the light in a candle-stick - whereas it would otherwise be under a bushel.

Miss K. M. Fitzgibbons has been for several years Principal of the Primary Department in Grammar School No. 1 Vandewater street, and we subscribe entirely to the expressions of F. Y. Holland, chaplain to the Queen of England, who said, "I consider the discipline and good order of this school the best I have seen." *'Ubi testimonia adsunt non opis est verbis.'*

In G. S. No. 35 Miss S. C. Clark keeps up her splendid reputation as an excellent Principal. She conducts it, as ever, with intelligence, and understanding, so as to render it of the highest usefulness. Teachers as well as pupils are pleased to obey the orders of so good a Principal.

Mr. Packard has, during vacation made some important changes in the arrangement and appliances of his school. He has replaced his large six seated tables with single desks' having generous space for each student, with every needed convenience. He has also enlarged and beautified the "Intermediate Department" supplying it with solid black walnut desks of the best kind, giving the room a very rich appearance.

The practical or business department has been reconstructed and solidified, and is now the best model of a business community, which it has been our good fortune to see.

But the greatest improvement, and the one in which, during the long future Mr. Parker will take the most honest pride, is his new system of test-examinations. This plan is at once unique and effective, and needs only a fair understanding of its details to insure the approbation of any honest educator. By it the progress of the student in his various studies is as clearly and positively accorded, as could be desired; another teacher is given the best possible opportunity to make his intentions tell. It is impossible in the space here allotted to speak in detail of this excellent scheme, but its effect upon students must be of the best kind.

The friends of the school are to be congratulated upon the re-engagement of Mr. W. A. Miller, who was for ten years one of the most popular of its teachers. Mr. Miller has charge of the writing in the advance part of the course, and of all the examinations, and is "the right man in the right place."

## The Public Schools in Danger!

The Board of Apportionment met on Dec. 30th, and proceeded to cut off from the amount asked for by the Board of Education the sum of \$335,352, or upwards of half a million! This is a serious matter. If this Board can thus reduce it, what limit is there to their action? Why stop with nearly half a million? Why not make it a round million or more?

But these gentlemen proceeded without asking persons who are competent to inform it whether a less sum would suffice. These men were elected to use their judgments on expending and apportioning the public funds to the various objects as needed. They possessed no arbitrary powers. They ought not to have so acted. 1. Because every cent of money is needed—the Board (which is from one end to the other composed of conservatives) in order to have no reduction made, fixed every amount at the lowest figures. 2. Because the schools are growing and need more money instead of less. 3. The "hard times" brings in more pupils. 4. There is not room enough now for all that would attend. 5. The compulsory law brings in more pupils every day. 6. The most short-sighted and stupid economy is that cuts short the means of making good citizens out of the boys and girls of the city.

"It will be asked, who are the individuals that worked the guillotine that thus maimed the educational work of the city? The Board of Apportionment consisted of, W. H.

Wickham, Mayor of the city; John Kelly, Comptroller of the city; Samuel A. Lewis and John Wheeler.

We certainly thought Mr. Kelly a man too entirely devoted to the public good, and of too enlightened a mind to take part in an act that will bring no credit to the city. Mr. Samuel A. Lewis has been one of the most firm, consistent and earnest friends the public schools have hitherto had, and his part of the transaction is not easily to be accounted for. It will cause a surprise to his former associates, and the teachers who have looked at him as one who understood as few do the real needs of public education. Mr. Wheeler is supposed to have acted from an ignorant presumption that half a million of dollars would make no difference.

The present Board of Apportionment consists of Mayor Ely, Comptroller Kelly, John Wheeler and H. D. Purroy. But it has no power over last year's estimates. We think the Board of Alderman can and will correct the unwise, shortsighted and ill-judged action of the old Board.

## LETTERS.

January 10th, 1877,

DEAR MR. EDITOR:—

In domestic life, it is considered dishonorable and disreputable for ladies to tamper or negotiate with their friends' or neighbors' "help," without the knowledge of those by whom they were engaged or employed. If the lack of principle any less, or the consideration for the rights of others any less an instance of vulgar selfishness in principals, who have vacancies to fill, to put themselves in underhand communication with assistants in other schools, without the knowledge of their principals? Assistants who are shy, are held in justly-merited distrust and disfavor. Principals who do it, are even more culpable, as they are presumed to have thought experience, and consideration superior to their assistants. Their position from its multiform, and multiplied requirements, its enforced contact with the school world ought to create these qualities, if not inherent.

But the writer has never seen any gain to either party in this kind of secret over-reaching. It is a positive relief to be rid of an unsatisfactory assistant: and if she retire honorably the best wishes for her improvement and amendment would go with her in her new field—if she is received surreptitiously, she has either falsified her standing in her former place, or else her admitted inefficiency are deemed good enough for the school to which goes.

But let us suppose that the assistant has been one of those rare blessings in a school faithful, earnest, efficient, competent. What principal, with a practical integrity would stand in the way of such an assistant, so worthy of advancement? She would do all in her power to advance such, irrespective of consequences to herself and her school.

Conduct such as above animadverted upon has lowered the tone of the profession; alienated confidence and respect; and fostered heart burning, and bitter feelings; and much more to be deplored, the example is, outside of its embarrassing consequences to the schools, demoralizing to character, and destructive of all comity between the schools.

Therefore a *Code of Honor* ought to be drawn up to which each teacher of every grade should be required to subscribe.

If it be important for the Stocks Board (and others) to jealously, and carefully guard the respectability and integrity of its numbers, how much more should teachers, whose time and real work is to give tone, integrity and high honor to the community, be individualized by noble traits in their own life, character, and professional intercourse!—SUPERER.

## The Savings Banks.

THE METROPOLITAN SAVINGS BANK, is in Third Avenue opposite Cooper Institute, and as will be seen by reference to the advertisement, it has a handsome surplus on hand of \$395,497.86. It pays a six per cent dividend. Mr. Lillie as Secretary, is most affable and untiring in the interest of the depositors.

THE MANHATTAN SAVINGS INSTITUTION, corner of Bleeker and Broadway, where Mr. Schell is Treasurer, makes its Fifty-second Semi-annual Dividend. It pays at the rate of Six per cent, also it has courteous officers, and has been long established.

THE UNION DIME SAVINGS BANK are now in their New Banking House, on Broadway and Thirty-second St. We congratulate them on the convenience of their new building as we believe it will add materially to their prosperity. They pay a six per cent dividend also. Mr. T. F. Jones the Secretary and the other officers, are ready to give courteous attention to all who seek information.

THE DRY DOCK SAVINGS BANK is at 341 Bowery, in a fine building. Inspector Andrew Mills is President and we

need only say this to show that teachers will receive special attention. It pays a six per cent dividend and will in this way pay out a quarter of a million.

THE SIX-PENNY SAVINGS BANK, at the corner of Broadway and Astor Place has for its President Pliny Miles, Esq., one of the most genial men ever seen. He takes a positive pleasure in getting the boys to start an account; delights in paying dividends and seeing their balances grow.

All of these banks are solid. If the teachers want so put their money in safe banks we can recommend these. We wish we had a snug balance in each.

## New York School Journal.

## PUBLISHER'S DEPARTMENT.

Few papers have met with the success that has been attained by the NEW YORK SCHOOL JOURNAL. The causes of this lie in the real merit of the paper. It has proved a real benefit to every one interested in education—teacher, trustee, parent or superintendent. In the first place its articles are eminently practical. The doings of the city schools are fully reported; a clear view is given of the methods employed in them. Every thing important at the Board of Education is given; there is much that is mere routinism there, that is of course omitted.

Besides the articles on teaching, a large number of articles have appeared of the highest usefulness in the school-room. These have been selected by a practical teacher and are mainly those he has himself employed. They are either to be read or told to the pupils. Habits of Animals, History, Discoveries, Minerals, Plants, &c. These are invaluable to supplement the text-book. During the coming year this department will be continued. The Kindergarten will receive a good deal of attention; over two thousand teachers are engaged in various branches of this work in America. Every department of teaching will be represented, and the paper be rendered more useful than ever.

During this month a large number of subscriptions will expire and their renewal is respectfully solicited. On account of the irregularity with which many teachers are paid we continue subscriptions until we are notified to the contrary. This is the custom of all educational and religious papers, we believe. As a rule, teachers deal justly and do not allow arrearages to lie on our books. In a few cases we have been asked by teachers to discontinue sending without paying arrearages due for nearly a year!!

SUBSCRIPTION PRICE \$2.50 per year.

AGENTS.—The publishers desire to procure canvassers whose work it is to solicit subscriptions for the paper.

The work is simple, honorable, lucrative, and pleasant. Any person can succeed at it, experience is not necessary, and the only requisites to complete success are industry and energy, the two qualities without which no business can succeed. The strong recommendations it possesses for agents and any persons out of employment and seeking some sort of occupation to bridge over fall and winter, are: 1st. It requires but very little capital. 2nd. It requires no previous study or apprenticeship.

Circulars containing terms and full particulars will be sent on application to the publishers.

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#### Statement Jan. 1st, 1877.

##### Assets.

Value.

|  |                |
|--|----------------|
| U. S. 5.20 6 p. c. gold bonds \$1,-                                    | \$1,845,975 00 |
| U. S. 5. p. c. gold bonds,<br>50,000                                   | 55,430 00      |
| New-York City and Co., 6s.<br>40,300                                   | 41,912 00      |
| New-York City and Co., 7s 1,-<br>387,500                               | 1,123,386 25   |
| City of Brooklyn bonds 7s. 100,-<br>000                                | 116,000 00     |
| City of Yonkers bonds, 7s. 50,-<br>000                                 | 54,000 00      |
| Town of Shawangunk, N. Y.,<br>7s. 6,000                                | 5,700 00       |
| Bonds and mortgages, 7 per<br>cent                                     | 2,297,567 00   |
| Demand loans on United States<br>Government and New York<br>City bonds | 109,300 00     |
| Real estate, banking-house   | 243,364 71     |
| Other real estate  | 86,414 59      |
| Cash on hand and deposited in<br>bank                                  | 418,707 33     |
| Accrued interest   | 47,973 45      |
|  | \$6,445,680 33 |

##### Liabilities.

|                           |                         |
|---------------------------|-------------------------|
| Due depositors            | \$9,884,819 06          |
| " do. interest<br>to date | 165,363 41-6,050,182 47 |
| Surplus                   | \$395,497 86            |

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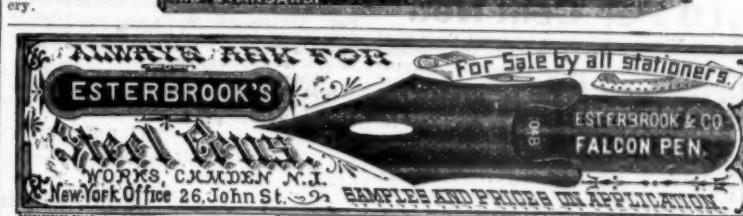
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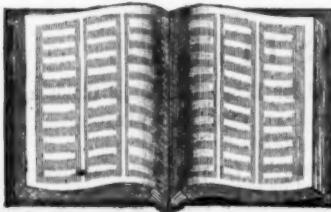
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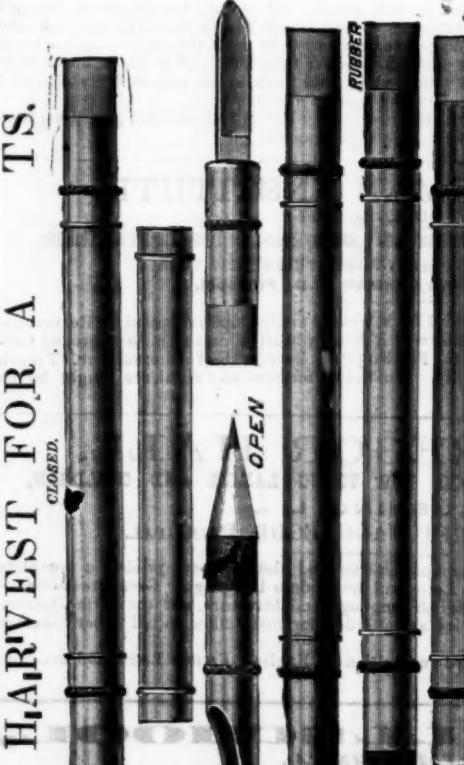
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